

Deliberate Practice Plan (Professional Development Plan)

(Adapted from Life Sciences International)

SAMPLE

Name: **Jamel Smith (Pseudonym)**

School Name: **Wonderful High School**

School Year: **2012-2013**

Date of Plan: **May 2, 2012**

Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration. Involved in the Deliberate Practice Plan are: setting goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.

Step 1: Self-Assessment

Complete the *Self-Assessment* using your peer's feedback and your observations of your teach. Identify one problematic instructional strategy and upon which you have an interest in improving. (FYI, as a teacher, you will have to identify at least three indicators.)

Instructional Strategy (Marzano Indicator)	Level/Score*	Current student behavior/learning that I want to see improve as a result of focusing on this target strategy	Changes in student behavior/learning I expect to see as a result of focusing on this target strategy.
Identifying Critical Information	1, Unsatisfactory	Students did not focus on critical information taught in the lesson.	I would like to see my students focus on the critical information taught throughout the lesson.

*Highly Effective (4), Effective (3), Needs Improvement/Developing (2), Unsatisfactory (1), Not Using (0)

Step 2: Identify Focus Strategies

Working collaboratively with your EDG 4410 professor, Junior Achievement teacher, or service learning teacher, identify the instructional strategy upon which you will focus and demonstrate instructional skill growth for the year. Record the baseline score* for the selected strategy and indicate the level you expect to attain, and dates for achieving your growth goal.

Instructional Strategy (Marzano Indicator)	Baseline Level/Score and Date	Anticipated Midpoint Growth Level/Score Goal and Date	Anticipated Final Growth Level/Score Goal and Date
Identifying Critical Information	Score: 1, Unsatisfactory Date: May 2, 2012	Score: 2, Developing Date: January 2013	Score: 3, Effective Date: May 2013

*Highly Effective (4), Effective (3), Needs Improvement/Developing (2), Unsatisfactory (1), Not Using (0)

Step 3: Write A Measurable Goal

State your Growth Goal (*Example: By the end of the semester, I will raise my score on tracking progress from a 1 to a 4, and I expect to see these results evident in student learning/behavior...*)

Goal: By the end of the year, I will raise my score on identifying critical information from a 1 to a 3, and I expect to see students describing the level of importance of the information addressed in class, explaining why the content is important to pay attention to, and visibly adjusting their level of engagement when critical information is shared.

Step 4: Identify Specific Action Steps and Resources

Describe specific actions you will take or perform differently to attain the goal stated in Step 3, and the resources and materials needed to accomplish these actions.

Classroom Action Steps	Resources and Materials
<ul style="list-style-type: none">➤ Begin the lesson by explaining why upcoming content is important.➤ Tell students to get ready for some important information.➤ Cue the importance of upcoming information by my tone of voice, body position, level of excitement.➤ Highlight important information with different colored text.	<ul style="list-style-type: none">➤ <i>Handbook for the Art and Science of Teaching</i> - Marzano➤ School-based professional development offerings on Design Question #2. (At UCF, the teacher candidate could participate in a HAPPY Hour workshop on Checking for Understanding.)

Step 5: Reflection

Use a reflection log to record your insights about the strategies you have identified and practiced. The guiding questions below may be used to prompt your thinking. (Practicing teachers are to have a minimum of three reflection logs tied to the problematic goal and strategies. Each reflection is completed at a different time during the year, as the teacher continues to practice improving on the problematic indicator/strategy.)

	Reflection	Date
What am I learning about the strategy?	I realized that I was not pointing out the importance of critical information within my lesson at the beginning of the class period. I did not begin with an activator (hook) that helped my students focus on important vocabulary words. In the future, I will start with key vocabulary because I think it will allow students the opportunity to see what words/phrases would be important for their learning.	11/29/2012
How do I need to prepare my lesson differently?		
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?		
How am I tracking the impact I have on student learning?	I have been working on identifying critical information and helping my students see when information is more or less important. I have used several strategies including pointing out key vocabulary, changing my tone of voice, and highlighting words/phrases on charts.	1/24/2013
What do I need to adjust in order to progress to the next level for the strategy?	In order to progress to the next level, I need to monitor the impact of using critical information on my students and their learning.	3/22/2013
On what will I focus between now and the next progress check-in?		

Step 6: Tracking Progress and Celebrating My Success

Plot the available scores (self, mentor, and evaluator) for tracking progress as needed. It is helpful to use a different color to represent each of the three sources.

	Baseline Rating	Data Point #1	Data Point #2	Summative Score
Self	1, Unsatisfactory	2, Developing	3, Effective	
Mentor (Optional)				
Evaluator (optional except for last data point)				
	Date: May 2, 2012	Date: Nov. 29, 2012	Date: May 12, 2013	Date:

Deliberate Practice Plan Signatures

Signature of Teacher, Date

Signature of Principal/Designee, Date